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ABSTRACT

The current status of career education can be described at local, state, and national levels. Although 5,000 of the 17,000 school districts in the U.S. have initiated some kind of career education effort, fewer than 500 have received federal funds. The quantity of effort expended at the local school district level has exceeded the quality by a very wide margin. State involvement has been strong--both in preparing materials for career education and in funding--and is continuing to grow in strength. At the federal level, career education has received considerably more rhetoric than concrete action. Many professional organizations have studied and endorsed the career education concept. When one considers this combination of local, state, and national activity in career education, it seems appropriate to conclude that career education represents a topic that should no longer be ignored by teacher education institutions. There are some assumptions that teacher education institutions should consider as they adopt positions and take actions regarding career education. These are: (a) that the increasingly close relationships between education and the world of paid employment should be reflected in educational change; (b) that the word "work" is a viable one for use in the conceptualization of career education; (c) that the days of educational isolationism, both within and outside our formal education system, are past; and (d) that all professional educators are key functionaries in implementation of the career education concept. (PB)

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CAREER EDUCATION AND TEACHER EDUCATION

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Introduction

Career education is a young movement born of uncertain parentage and without the benefit of having teacher education as its midwife. In spite of this inauspicious beginning, the movement has continued to live and to grow. It seems safe to say that career education is stronger now than at any time in its brief history. Evidence justifying this statement is apparent in state departments of education, in local school systems throughout the nation, and in the United States Office of Education.

Evidence justifying an assertion that career education is a vibrant and growing movement would, it seems, be difficult to amass if one were to search for it among the teacher education institutions across the land. True, some outstanding exceptions would be found but, in general, it appears safe to say that the career education concept has met with less than enthusiastic acceptance and endorsement among faculty members in our teacher education institutions. That is why we are here. No call for educational reform can result in long-term change unless that call is heard and endorsed by our teacher education institutions. The leadership teacher education faculty members have traditionally

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provided the professional education community is needed no less by career education simply because the movement was not born in a teacher education institution. That leadership is sorely needed now in meeting in-service education demands, in further developing and refining the conceptualization of career education, and in producing and disseminating both basic and applied research germane to the testing and production of hypotheses related to career education. Above all else, the long-run future of career education will be directly dependent on the willingness and ability of teacher education institutions to change pre-service programs for educational personnel in ways that reflect the career education emphasis in American Education. It is primarily a concern for needed changes in pre-service programs in teacher education institutions that led to a call for this conference.

It would, in my opinion, be both unwise and unproductive for me to either attempt to "convert" members of this audience to the career education crusade or to specify, with any exactness, the detailed kinds of changes that are needed. You will either decide to work on this problem or you will decide to concentrate your energies on other matters. If any of you turn your attention to career education, the ideas you generate will be far better than any I could suggest in a general presentation such as this.

Thus, I see the primary purpose of this presentation as one of supplying background information upon which some of your decisions may

be based. To do so, I must begin by presenting a very short synopsis of the current status of career education. Following this, I will attempt to outline those assumptions of career education which, to me, represent the greatest challenges for change in teacher education institutions. Finally, I would like to dwell briefly on what seem to me to represent long-run implications for those teacher education institutions which decide to incorporate a career education emphasis into their undergraduate and graduate programs.

Current Status of Career Education

The current status of career education can be described from the local, state, and national levels. This ordering is indicative of a descending magnitude of activity.

At the local school district level, fewer than 500 of the 17,000 school districts in the USA have received Federal career education demonstration funds. Yet, more than 5,000 school districts have initiated some kind of career education effort. Most of these have operated with local funds with the blessing and endorsement of local boards of education. While a majority of such programs are pictured as "comprehensive" covering all grades K-12, in practice most activity has been generated at the K-6 levels with the least amount seen in the senior high school. Together, it seems obvious that these local efforts have generated hundreds of thousands of pages of material carrying such labels as "career education learning packages," "curriculum guides," and "resource guides." Unlike many other new and emerging

movements in American Education, the vast majority of career education materials being used in local school districts is "homemade" by classroom teachers, not purchased from commercial publishers. Enthusiasm seems high among those teachers who have tried a career education approach in the classroom. In almost every school, however, one has little difficulty finding teachers who could be described as either passive or as active resistors of career education.

It seems safe to say that the quantity of effort expended at the local school district level has exceeded the quality of that level by a very wide margin. Evaluation efforts, while generally yielding positive results, are found only infrequently and, by and large, are lacking in convincing quality. This lack of sound evidence of effectiveness has not seemed to dampen local enthusiasm for career education. It seems appropriate to say that, by and large, career education has been accepted on faith - and that an abundant amount of faith exists.

At the state level, more than 30 state boards of education have passed resolutions endorsing the career education concept and offering their own definitions of the term. Career education coordinators have been employed in 46 states - and many states have two such coordinators, one of whom reports to the state director of vocational education and the other to the assistant superintendent for instruction. Like local school systems, state departments of education have been busily engaged in the preparation and distribution of a wide

variety of career education materials. The use of state funds received from the Federal government for career education has been common with such funds coming from Parts C and D of the Vocational Education Amendments of 1968 and from Titles I and III of ESEA. Ten states have passed some form of career education legislation (usually with multimillion dollar appropriations) and several others have such legislation under consideration at the present time. We do not have an exact count of the number of states that have held Governors Conferences on Career Education, but we suspect more than half of the states have been involved in such efforts. In general, it seems safe to say that state leadership in career education has been strong and is continuing to grow in strength at the present time.

At the federal level, career education has received considerably more rhetoric than concrete action - at least to date. During the period 1971 through July, 1974, most federal funds expended for career education in USOE came from the Vocational Education Amendments of 1968 - a total of approximately $52 million. These funds were used primarily for purposes of establishing exemplary career education projects in local school districts (three in each state) and to develop career education curriculum materials. In addition, the National Institute of Education has spent approximately $15 million per year, each year since 1972, supporting basic research in career education.

On August 21, 1974, career education became a mandate of the Congress when President Ford signed into law P.L. 93-380 - the Education Amendments of 1974. Section 406, Title IV, is entitled "Career Education" and authorizes $15 million per year for a three year period for purposes of demonstrating effective career education and assessing the current status of career education. In FY 75, the Congress appropriated $10 million for career education marking the first time any federal monies had been specifically appropriated for this purpose.

In addition to funding authorization, Section 406 made two other significant provisions. One consisted in calling for establishment of a National Advisory Council on Career Education charged with assessing the current status of career education and with making recommendations to the Congress for future career education legislation. The second action called for establishment of an Office of Career Education whose Director is to report directly to the Commissioner of Education and work with all bureaus within OE as well as with other branches of government.

Actions of the Federal Government represent only a small portion of national level action affecting career education. At least as significant has been the large numbers of national organizations who have studied and endorsed the career education concept. These have included both professional education associations and associations outside the field of education. The diversity of organizations

and associations voicing support for career education is perhaps best illustrated by a career education brochure recently published by the Chamber of Commerce of the United States. Organizations formally participating in preparation of this brochure included:

American Association of School Administrators
American Personnel and Guidance Association
American Vocational Association
American Association of Community College Trustees
Bricklayers, Masons, & Plasterers International Union of America
Council of Chief State School Officers
Distributive Education Clubs of America
General Federation of Womens' Clubs
National Alliance of Businessmen
National Association for Advancement of Colored People
National Association of Elementary School Principals
National Association for Industry Education Cooperation
National Association of Manufacturers
National Association of Secondary School Principals
National Congress of Parents and Teachers
National Federation of Business & Professional Womens Clubs
National Manpower Institute
National School Boards Association
National Urban League
United States Office of Education
Vocational Industrial Clubs of America
National Education Association (Consultant)

This list can be considered indicative of the diversity of interest and the plurality of involvement of wide segments of both professional educators and the larger society in the career education movement. I know of no other national call for educational reform that has found such enthusiastic acceptance from such diverse segments of society in so short a time.

When one considers this combination of local, state, and national activity in career education, it seems appropriate to conclude that career education represents a topic that should be considered appropriate for discussion and consideration by teacher education institutions. This, of course, is not to say that it merits the endorsement and active involvement of such institutions. On the contrary, one could, if sufficiently opposed to the career education concept, contend that it represents a cause for concern and consternation. In any event, it seems safe to say that career education represents a topic that should no longer be ignored by faculty members in teacher education institutions.

The remainder of this presentation will be devoted to specifying a number of assumptions that seem important to consider as teacher education institutions adopt positions and take actions - positive or negative - regarding career education. The specification of such assumptions here will hopefully raise many issues for consideration and resolution at this conference.

Basic Assumptions of Career Education

A variety of philosophical and programmatic assumptions of career education are found in USOE's official policy paper on career education entitled AN INTRODUCTION TO CAREER EDUCATION. No attempt will be made to review all those assumptions here. Instead, I will try to

state and regroup some of these assumptions which appear to hold the most serious implications for decisions to be made by teacher education institutions.

Assumption 1: The increasingly close relationships between education and the world of paid employment should be reflected in educational change.

It is fact, not assumption, that, increasingly, some set of learned occupational skills is a prerequisite to employment. It is fact, not assumption, that almost all persons - females as well as males - college graduates as well as high school dropouts - will be seeking paid employment at some time after leaving the formal educational system. It is fact, not assumption, that career education's emphasis on helping all students understand and capitalize on these relationships has struck a responsive chord among students, parents, and the general public. It is fact, not assumption, that American Education, as presently structured, is not designed to help all students do so.

It is assumption, not fact, that education, as preparation for work, should become a major goal of all who teach and of all who learn. It is assumption, not fact, that educators should be concerned about what students will do with the education they receive. It is assumption, not fact, that teachers should be concerned about motivating students to learn as well as being concerned about imparting instructional content. Career education makes each of these assumptions in its call for change.

It will be easy, and perhaps natural, for many teacher educators to react to these assumptions by saying each has been an inherent part of teacher education programs for years. To the extent this is so, the call for change is, of course, superfluous. Before rejecting this part of career education's call for change, I would hope that serious thought will be given to these assumptions. It is very obvious that some teacher educators may believe and operate as though what students choose to do with the education they receive is a matter that should be left to the student to decide. It is certainly a question worthy of discussion and resolution.

Assumption 2: The word "work" is a viable one for use in the conceptualization of career education.

"Work" is a four letter word - and is so regarded by large segments of American society. Yet, career education has made a basic assumption that "work" is a viable word to use in conceptualizing career education. I would like to tell you what we had in mind when we made that assumption and why we made it.

First, we wanted to find a word that would properly respond to society's call for educational change. That call appears to be two-fold in nature. Part of the call centers around relationships between education and work. The second part centers around making work a more meaningful part of the total lifestyle of all individuals. The word "work" obviously fits that requirement.

Second, we wanted to find a word that could properly be applied to all persons of all ages in all kinds of educational settings. No major call for educational reform should be applicable to only a portion of the student body or a single portion of the formal educational system. We believe the definition of "work" we are using meets this requirement.

Third, we wanted to find a word that would have developmental connotations consistent with the basic principles of human growth and development around which our educational system is structured. It should have developmental implications beginning in the elementary school and continuing through the entire system of education. We believe the definition of "work" we are using meets this requirement.

Fourth, we wanted to find a word that carried humanistic connotations. We did not want to conceptualize career education around simply a model of economic man. We wanted to avoid the necessity of asking American education to devote a substantial portion of its energies to preparing students for the many kinds of dehumanizing conditions found in today's world of paid employment. Rather, we sought a concept that held positive potential for humanizing the work place both in the world of paid employment and in leisure time activities.

Fifth, we wanted a word that would be sufficiently narrow in meaning so as to assure that career education would be clearly pictured as only one part of American Education. At the same time, it must be sufficiently broad in meaning so that all educators and all students

would be affected by application of the concept We think this has been accomplished with the definition of "work" we are using.

To accomplish these purposes, we could not afford to adopt the popular meaning of "work" that, in the eyes of many, makes it synonymous with "labor." Instead, we had to re-define "work" as follows:

> "Work" is conscious effort, other than activities whose Primary purpose is either coping or relaxation, aimed at Producing benefits for oneself and/or for oneself and others.

This definition is intended to cover activities in the entire world of paid employment. It is also intended to include the work of the volunteer, the full-time homemaker, the work of the student, and work performed as part of one's leisure time. Its basic emphasis is on the human need of all human beings to do - to accomplish - to achieve. It is a concept that allows persons to see both who they are and why they are through discovering what they have done. Its emphasis on achievement is designed to meet both society's needs for productivity and the individual's need to find personal meaning and meaningfulness in her or his total life.

By focusing on achievement, career education obviously ignores such other important purposes of American Education as those concerned with helping individuals enjoy, appreciate, understand, and think about all of life and all of living. In this sense, it runs no risks of being considered synonymous with all of Education.

Certainly, the implications this assumption holds for balancing a "learning to do" with a "doing to learn" emphasis in American Education

is one that will not find universal acceptance among American scholars. It does carry strong connotations supporting those who argue that an activity approach to the teaching-learning process has merit, that books represent only one of many learning tools, and that the classroom represents only one of several kinds of learning environments. We cannot and should not expect all faculty members in our teacher education institutions to support or to endorse this assumption.

Those who find they can endorse this concept will see immediately that we are talking about emphasizing a "success," rather than a "failure," approach in the classroom - an approach that helps the student see what she or he has been able to accomplish - not how they failed to accomplish. It asks that we emphasize helping students do before we urge them to "do better." These, and many other implications, will be obvious to those who attempt to change teaching methodology in ways consistent with this assumption.

Assumption 3: The days of educational isolationsim, both within and outside of our formal educational system, are past.

Two key words - "infusion" and "collaboration" - are inherent in the career education concept. We use the word "infusion" in several ways. Here, I am speaking about our attempts to eliminate false barriers at the secondary school level among things labeled "academic," "general," and "vocational." By "collaboration" I am referring to attempts on the part of the formal educational system to join forces with the home and family structure and with the business-labor-industry-professional-government community in a total career education effort.

Career education seeks to make education, as preparation for work, a major goal of all who teach and of all who learn. To do so demands that all teachers at all levels of education accept responsibility for equipping students with general career skills - including the basic academic skills of oral and written communication and mathematics, good work habits, and exposure to a wide variety of work values. It also asks all teachers to emphasize the career implications of their subject matter in terms of both paid and unpaid work. Finally, it calls for opening up the widest possible range of educational options to all students - to the elimination of "tracking" in narrow curricular areas, and the assignment of students to various "tracks" based on scholastic aptitude. In short, it aims to bring what have been called "academic," "general," and "vocational" educators together into a single family of professional educators who share the purpose of education as preparation for work.

By "collaboration" we mean, in part, utilizing the business-labor-industry-professional-government community as a learning laboratory that provides observational, work experience, and work-study opportunities for students - and for those who educate students - for teachers, counselors, and school administrators. It proposes to view work experience as an educational methodology available to all students rather than a special kind of educational program available to only selected students from vocational education. We also mean to encourage the use of personnel from the business-labor-industry-

professional-government community as resource persons in the classroom. Finally, we intend to emphasize performance evaluation approaches that recognize students can and do learn outside the four walls of the school as well as within them.

In part, "collaboration" refers to involvement of the home and family structure in the career education effort. This involves helping parents reinforce the positive work habits and attitudes we seek to impart in the classroom through viewing the home as, in part, a work place. It also involves using parents as career resource persons in the classroom. Finally, it means involving parents very systematically in the school's attempts to assist students in the career decision-making process.

To many of today's teachers, these kinds of changes seem both large and highly distasteful. A very great deal of in-service education in career education has already been devoted aimed at helping today's teachers change in ways consistent with this assumption. The only hope for the long run, of course, is that current teacher education programs will change in ways implied in this discussion. When one considers that such change might involve such things as encouraging prospective vocational education teachers to learn something about elementary education, prospective counselors to learn something about vocational education, undergraduate teacher education majors to acquire some work experience outside the field of formal education, and bringing members of the business-labor-industry-professional-government community into educational methods classes as resource

persons, it is obvious that career education is asking that the principles of "infusion" and "collaboration" be applied to teacher education as well as in local school districts. Faced with this magnitude of change, it is not surprising that a career education emphasis has not yet come to very many teacher education institutions.

Assumption 4: All professional educators are key functionaries in implementation of the career education concept.

From the beginning, career education has avoided asking to be established as a separate subject. Further, it has not asked for new physical facilities nor for any substantial increases in educational staff. Instead, it has proceeded under an assumption that each of today's professional educators has a key and critical role to play in implementing the career education concept.

We have asked elementary, middle school, junior high, and senior high teachers to reduce worker alienation in the classroom - their own as well as that of their students. To do so, we have encouraged teachers to use career implications of subject matter as one means of motivating students to learn more in school. More than this, we have asked teachers to consider changing the entire teaching-learning process through "inventing" new materials, new ways of using the total community as a learning laboratory, and new ways to use community resources as supplements to the teacher's efforts to help students learn. We have assumed that, if these things can be accom-

plished, both teaching and learning will be more appealing and classroom productivity - i.e., increased student achievement - will result. There is some evidence now accumulating that appears to be validating that assumption.

We have asked school counselors to provide a greater emphasis to career guidance, to share their expertise with teachers and become more involved in helping classroom teachers, to emphasize accomplishments as a means of student appraisal and of increasing student self-understanding, and to become more involved in working with both parents and with members of the business-labor-industry-professional-government community.

We have asked curriculum specialists to encourage the development of teacher-made learning packages, teacher creativity in devising new and different ways of attaining curricular goals, and the use of a wide variety of kinds of curricular materials.

We have asked school administrators to recognize that educators cannot implement an effective career education effort unless both the home and family structure and the business-labor-industry-professional-government community are involved in that effort. Consequently, we have asked administrators to create conditions for teachers to use the community as a learning laboratory and to utilize persons from the broader community as resource persons in the schools. We have also asked school administrators to work with curriculum specialists and faculty members in broadening opportunities for all students to take

advantage of the full range of educational offerings through eliminating curricular barriers that lock students into a narrow range of possible choices.

Note that we have NOT asked teacher education institutions to create a new graduate or undergraduate specialty entitled Career Education, to start awarding degrees in Career Education, and so to leave all other departments free to operate as they have in the past. On the contrary, we have asked for changes in every part of the teacher education institution that reflect a career education emphasis. This, of course, is not to say that the institution should not consider adding one or more courses carrying the words "career education." We are only saying that the addition of such courses bears little relationship to what we would regard as the teacher education institution's commitment to change called for by career education.

Long Run Implications of Career Education for Teacher Education

Finally, there are a few long-run implications of career education for teacher education that must be mentioned. While none can be fully developed in this presentation, I would hope that each might be discussed at some time during your deliberations at this conference.

It should be readily apparent that the examples of educational change discussed here logically lead to consideration of other related avenues to educational reform. Perhaps most obvious will be such concepts as the year-round school, an open-entry - open-exit approach to education, and various alternatives to use of the traditional Carnegie unit

as a means of measuring and recording educational accomplishment. It should be equally obvious that, in many ways, career education can be used as a vehicle having great public support for accomplishing some needed educational reforms that a good many educational leaders have championed for a good many years. It is certainly not correctly pictured as a set of radical ideas recently invented by a few educational "crackpots."

The emphasis on community involvement in the educational process found in career education is a good case in point. This emphasis, of course, is basic to the entire human services movement - and I consider career education to be a part of that movement. It is seen today in the emphasis on community schools and in the emphasis on continuing education. Similarly, career education's emphasis on reduction of racial and sex stereotyping in career choices represents only part of American Education's current commitment to open up full developmental opportunities for minority persons and for females. I see no basic ways in which the career education movement is inconsistent with other current calls for reform in American Education.

It seems to me particularly crucial that our teacher education institutions assume leadership responsibilities for placing career education in proper perspective for their current students and for keeping it in proper perspective for all of American Education. It is abundently clear that career education is currently extremely popular in both local school districts and in state departments of education. It is equally clear that its current level of popularity

in such settings is so high as to make it certain that it will decline in popularity, to some extent, within a relatively few years. At the very least, it would seem that current students in teacher education institutions should be made aware of the career education concept. Hopefully, some teacher education institutions will choose to provide their students with career education competencies. In the long run, however, perhaps the greatest responsibility facing teacher education leadership personnel will be one of keeping career education in proper perspective, both now and in the future, as only one part of American Education and as only one, among several, possible vehicles for use in effecting educational change.

It is my hope that I have succeeded in convincing you that career education represents a topic that is crying for consideration by faculty members in teacher education institutions. I am painfully aware of the fact that the dedication of individual faculty members to their own professional specialties leaves little room or time for consideration of topics outside those particular specialties. It is because I believe the career education concept is one that holds potential for bringing greater meaning and excitement to each professional specialty that I urge its consideration. There is something in it for you - - and you - - and you - - and for all of us.